ITALIAN LANGUAGE
AND CULTURE
10-12Y, 20-12Y, 30-12Y

This program of studies is intended for students who began their study of Italian language and culture in Kindergarten or Grade 1. It provides the senior high school components of the Italian Language and Culture Twelve-year (12Y) Program.

INTRODUCTION

Global Citizenship

Preparing youth to meet the challenges of the new millennium, in a world that is increasingly interdependent, is one of the more important objectives of language education.

Globalization and our multicultural society have increased the need for knowledge of other languages and cultures for effective communication, for better human relations within our own diverse Canadian society, and for a competitive edge in the shrinking world of economics.

Through the study of languages, students learn to recognize, respect and appreciate the cultural diversity of Canadian society and the countries of the world.

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Knowledge of Italian is helpful for understanding the development of European culture. The study of Italian also develops awareness of, and sensitivity to, the cultural and linguistic diversity of Canadian society.

A Means of Communication

Communication is the fundamental basis for human relationships. Italian is learned to enable communication with Italian speakers, but it is also useful in many fields of endeavour, including the study of bel canto; classical music; cultural, historical and scientific research; and travelling. Italy, as a modern industrialized country, attracts millions of people from every corner of the globe to its shores for many reasons.

Millions of Italians have migrated to many countries, including Canada, in the last two centuries.[1] Language and culture have been retained wherever Italians have settled. Toronto, Montreal, New York and Melbourne are a few examples of cities where Italian culture has flourished and where language has been retained.

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[1], M. Paul (ed.), "Italian: A Language of Italy," _Ethnologue: Languages of the World._ 16th ed., Online Version. as, TX: SIL International), http://www.ethnologue.com/show_language.asp?code=ita (Accessed August 27, 2009).

Education, Alberta, Canada

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Through the study of languages, students learn to recognize, respect and appreciate the cultural diversity of Canadian society and the countries of the world.

Learning Italian, just as learning any other language, develops thinking skills and learning strategies that are transferable to other learning situations.

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Perso[...] the class with some background [...] of Italian and develop literacy skills in the language. It is also true for students who have no cultural or linguistic background in Italian and are studying Italian as a second language.

There is plenty of evidence to suggest that learning another language contributes to the development of first language skills and enhances not only vocabulary but improves cognitive functioning. Learning another language increases the ability to conceptualize and to think abstractly; and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

Maintaining Language Skills and Cultural Connections

For those students who already have some knowledge of Italian or a family connection to the culture, there is the opportunity to renew contact with the language, culture and heritage.

Economic Benefits

In today's world, knowledge of another language and culture in general, and Italian language and culture in particular, is very valuable. It can open the door to exciting career opportunities in almost every kind of business, industry and profession. Indeed, the knowledge of another language and culture enables people to communicate and interact effectively in the global marketplace and workplace.

ASSUMPTIONS

The following statements are assumptions that have guided the development of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Italian as a second language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Italian.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on cultures of the Italian-speaking world.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using such a medium as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.
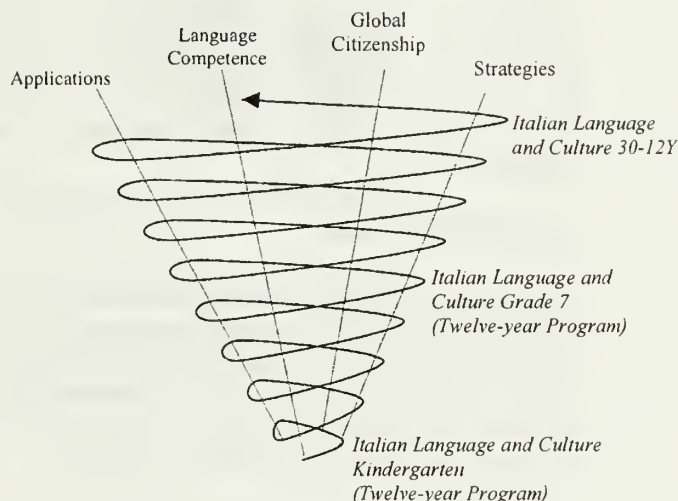
ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]
- Students will use Italian in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will use Italian **effectively** and **competently**.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]
- Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in the program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

General Outcomes

Applications
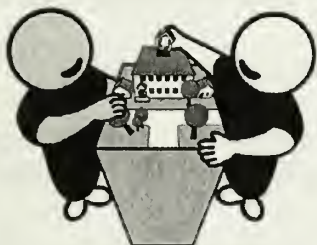
Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information
A–2 to express emotions and personal perspectives
A–3 to get things done
A–4 to form, maintain and change interpersonal relationships
A–5 to extend their knowledge of the world
A–6 for imaginative purposes and personal enjoyment

Language Competence

Students will use Italian **effectively** and **competently**.

LC–1 attend to form
LC–2 interpret and produce oral texts
LC–3 interpret and produce written texts
LC–4 apply knowledge of the sociocultural context
LC–5 apply knowledge of how the Italian language is organized, structured and sequenced

Global Citizenship
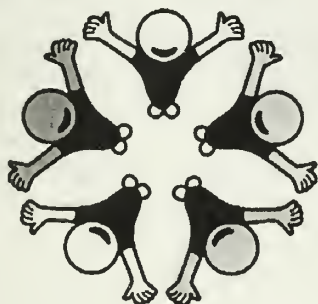
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Italian-speaking cultures
GC–2 appreciating diversity
GC–3 personal and career opportunities

Strategies

Students will know and use various strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning
S–2 language use
S–3 general learning

Guide to Reading the Program of Studies

General Outcome for Applications
Students will use Italian in a variety of **situations** and for a variety of **purposes**.

cluster heading
for specific

A–6   for imaginative purposes and personal enjoyment

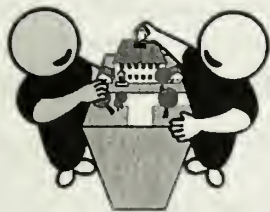|	Italian Language and Culture 10-12Y		Italian Language and Culture 20-12Y		Italian Language and Culture 30-12Y
	Students will be able to:				
A–6.1 humour/fun	a.	use the language for fun and to interpret and express humour; e.g., interpret humorous cartoons, songs, stories, poems	a. use the language for fun and to interpret and express humour; e.g., participate in an immersion weekend, an exchange or a language camp, plan a variety show	a.	use the language for fun and to interpret and express humour in a variety of situations; e.g., guest speakers, presentations
A–6.2 creative/aesthetic purposes	a.	use the language creatively and for aesthetic purposes; e.g., create a skit, perform in a talent/fashion show	a. use the language creatively and for aesthetic purposes; e.g., create a multimedia production on a familiar topic	a.	use the language creatively and for aesthetic purposes in a variety of situations; e.g., create a piece of art, critique a film/concert
A–6.3 personal enjoyment	a.	use the language for personal enjoyment; e.g., listen to a popular Italian song, create a Web site or blog	a. use the language for personal enjoyment; e.g., read magazine articles	a.	use the language for personal enjoyment in a variety of situations; e.g., watch films or television programs

read each page vertically for outcomes expected at the end of each course
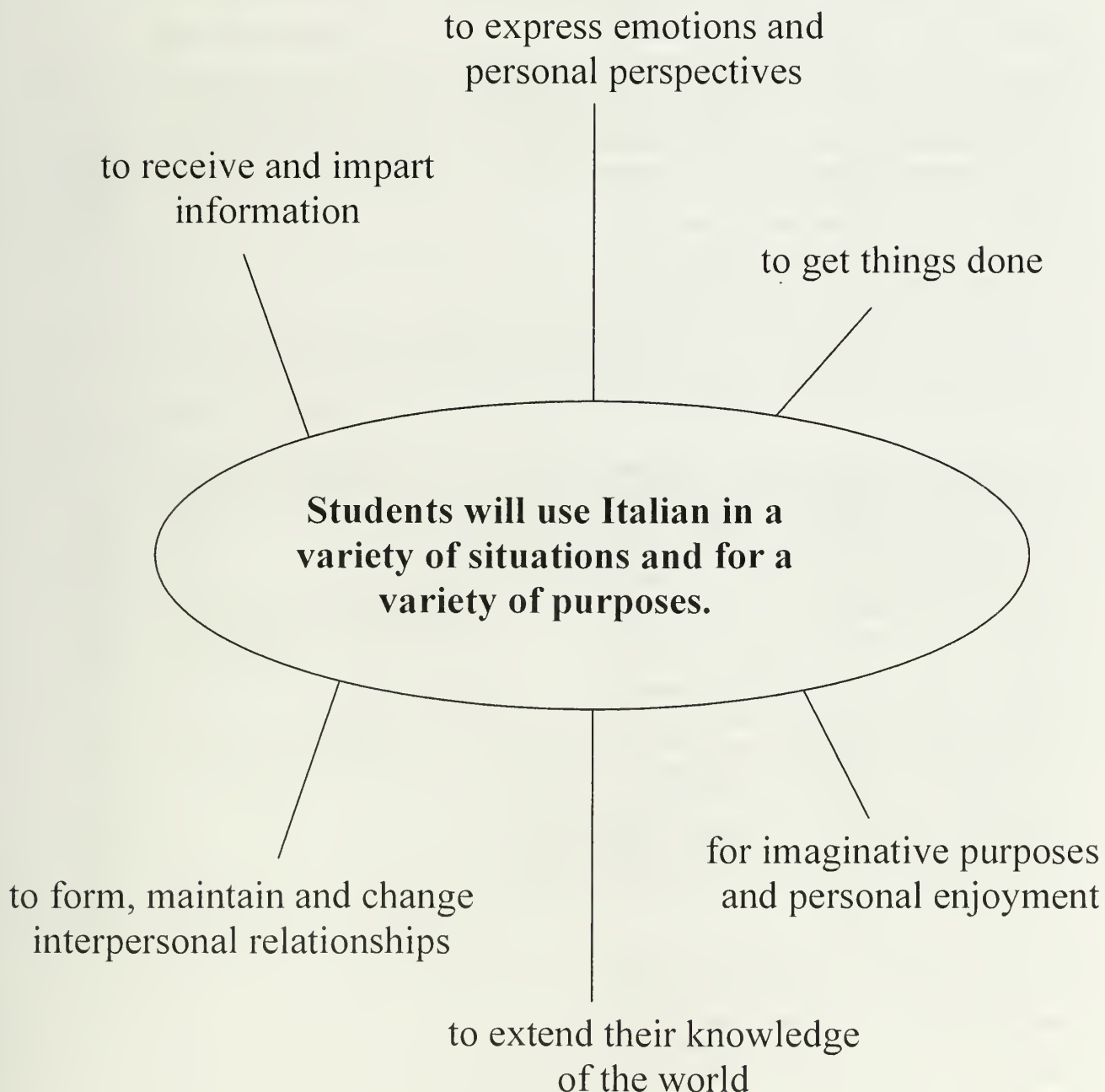
strand headings for specific outcomes

specific outcome statements for each course

read each page horizontally for developmental flow of outcomes from course to course

Applications

to express emotions and
personal perspectives

to receive and impart
information

to get things done

**Students will use Italian in a
variety of situations and for a
variety of purposes.**

to form, maintain and change
interpersonal relationships

for imaginative purposes
and personal enjoyment

to extend their knowledge
of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Italian language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Italian language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

A–1 to receive and impart information

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	Students will be able to:		
A–1.1 share factual information	a. ask and answer questions about an informative text read or heard; e.g., a current magazine or an online article	a. explain factual information to a variety of audiences; e.g., peers, parents, school council, assemblies	a. discuss factual information on a variety of topics in a variety of situations; e.g., during preparation of a student radio newscast

A–2 to express emotions and personal perspectives

Students will be able to:

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
A–2.1 share ideas, thoughts, opinions, preferences	a. inquire about and express probability and certainty; e.g., travel plans, weather report b. express and explain preferences; e.g., a preferred activity, proposed plans for the weekend	a. exchange and compare opinions in a variety of situations; e.g., book report, discussion of a movie and/or a commercial	a. share ideas, thoughts, opinions and preferences on a variety of topics in a variety of situations; e.g., conversation, class discussion, debate, letter to the editor
A–2.2 share emotions, feelings	a. explore ways to express strong emotions and feelings; e.g., role-play	a. share a range of emotions and feelings in a variety of situations; e.g., with friends, in conversations with a family member, to respond to a teacher, through a skit/theatre piece	a. analyze and discuss the expression of emotions and feelings in a variety of media; e.g., class discussion of emotions expressed in a play or story, critique of media coverage of local elections, demonstration, etc.

A–3   to get things done

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	Students will be able to:		
A–3.1 guide actions of others	a. give and follow a complex sequence of instructions; e.g., a recipe, travel directions, instructions to set up a new appliance/technology	a. persuade others; e.g., convince classmates to join a recycling program, promote a product	a. guide the actions of others in a variety of formal and informal situations; e.g., counsel a friend, present a particular career to the class
A–3.2 state personal actions	a. express personal expectations, hopes, plans, goals, aspirations; e.g., plan to attend an Italian cultural performance/join a club, vacation plans, initiating a personal or school green plan	a. state their own actions in a variety of formal and informal situations; e.g., shopping with a friend, class debate, small group project, interview, at a post office	a. speculate on and predict their own future actions; e.g., education, career, personal plans for 5/10 years after high school
A–3.3 manage group actions	a. contribute to the assessment of group activities by providing constructive feedback to group members; e.g., evaluate a class presentation	a. contribute to group activities by clarifying task goals, negotiating roles and suggesting procedures	a. manage the planning, functioning and assessment of group activities

A–4   to form, maintain and change interpersonal relationships

Students will be able to:

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
A–4.1 manage personal relationships	a. make suggestions or clarify misunderstandings to handle everyday conflict situations; e.g., between oneself and a parent, teacher, or a friend	a. initiate and participate in social exchanges in formal situations; e.g., inquiring about availability of a driver's course, making an appointment, sending a written/e-mail invitation	a. form, maintain and change personal relationships in a variety of formal and informal situations; e.g., job interviews, letter of apology or complaint

A–5   to extend their knowledge of the world

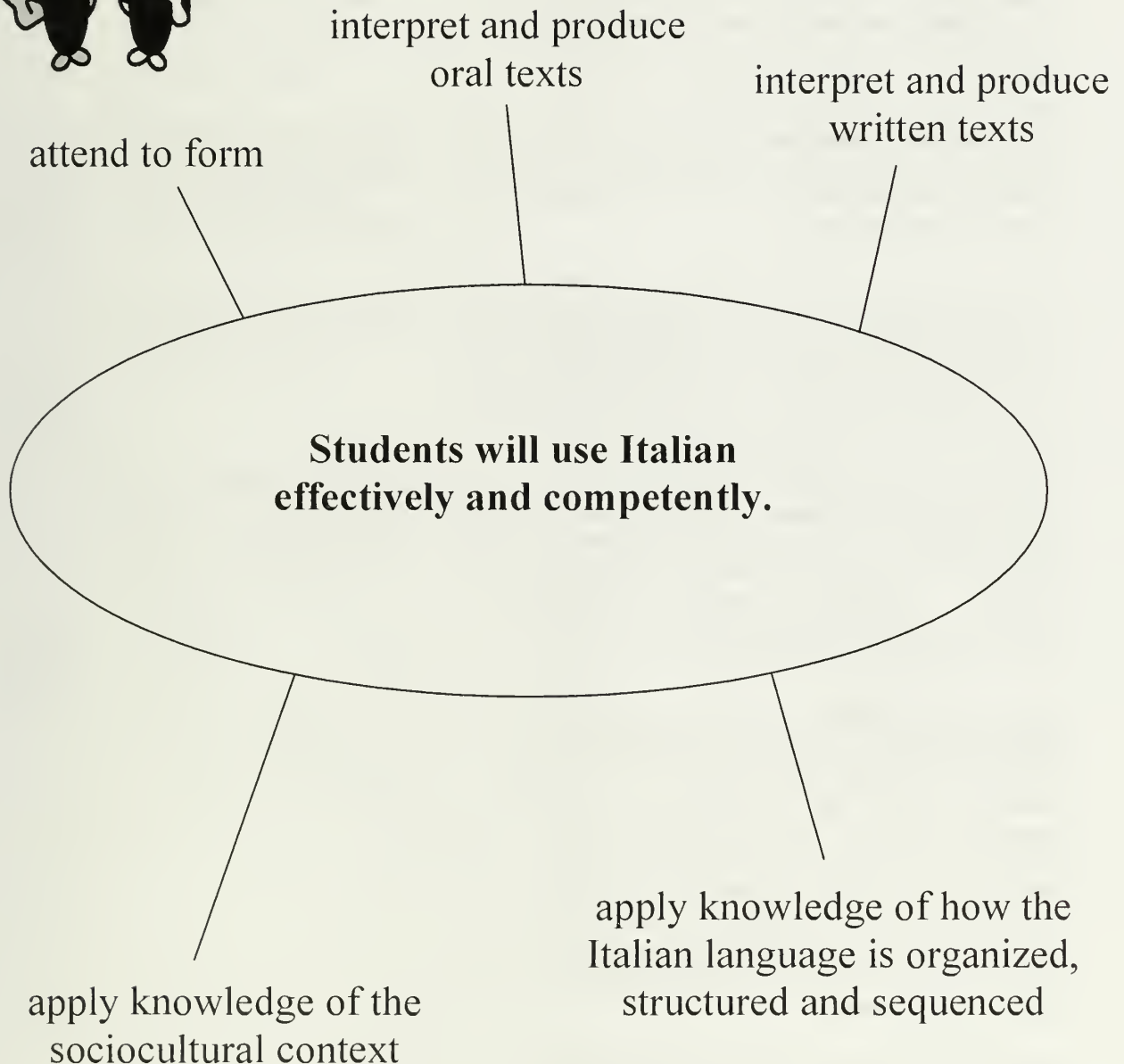|	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	Students will be able to:		
A–5.1 discover and explore	a. explore ideas presented in a variety of ways; e.g., informal discussions or personal writing	a. compare their own insights and understandings with those of their classmates; e.g., interpret the message in a film/advertisement, share the personal impact of a particular song with the class/group members	a. use a broad range of skills to discover and explore various domains; e.g., research and discuss a current event presented in various media
A–5.2 gather and organize information	a. assess the usefulness and reliability of information from various sources; e.g., the Internet, newspapers, television, radio	a. organize information to demonstrate logical relationships; e.g., Venn diagrams or graphic organizers	a. evaluate and synthesize information from a variety of sources; e.g., develop an essay, using main ideas from different sources
A–5.3 solve problems	a. apply problem-solving skills acquired in one situation to other situations; e.g., asking for directions, solving a previously encountered technical problem	a. apply problem-solving skills to the resolution of real-life problems; e.g., parental or student issues, peer pressure	a. solve a variety of problems related to various domains; e.g., personal relationships, careers, finances
A–5.4 explore opinions and values	a. understand the concept of perspective, and examine differing perspectives on an issue; e.g., coach, player and reporter views of a game	a. explore social values expressed through a variety of mass media; e.g., advertisements, political cartoons	a. explore opinions and values related to various domains; e.g., politics, sciences, business

General Outcome for Applications

Students will use Italian in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret and express humour; e.g., interpret humorous cartoons, songs, stories, poems	a. use the language for fun and to interpret and express humour; e.g., participate in an immersion weekend, an exchange or a language camp, plan a variety show	a. use the language for fun and to interpret and express humour in a variety of situations; e.g., guest speakers, presentations
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Language Competence

interpret and produce
oral texts

interpret and produce
written texts

attend to form

**Students will use Italian
effectively and competently.**

apply knowledge of how the
Italian language is organized,
structured and sequenced

apply knowledge of the
sociocultural context

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Italian language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through learning activities that focus on meaningful uses of the Italian language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

LC–1 attend to form

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	Students will be able to:		
LC–1.1 phonology	a. produce the essential sounds, stress, rhythm and intonation patterns of the language where rehearsal is possible	a. speak with clear, natural pronunciation and intonation in rehearsed situations	a. speak with clear, natural pronunciation and intonation in spontaneous situations
LC–1.2 orthography	a. recognize and correctly spell words used frequently	a. spell some words with uncommon spelling patterns and words with irregular spelling; e.g., *uovo, uova*	a. consistently apply basic spelling rules and use mechanical conventions with reasonable accuracy
LC–1.3 lexicon	a. use a repertoire of words and phrases, including multiple words and phrases to express the same idea, within the following lexical fields: • media • technology • arts • entertainment • clubs/associations • any other lexical fields that meet their needs and interests	a. use some specialized words and phrases in appropriate contexts within the following lexical fields: • literature • environment • social life • communication • advertising • any other lexical fields that meet their needs and interests	a. select the most precise, appropriate and effective words or phrases, within the following lexical fields: • careers • history • government • current issues • ecology • any other lexical fields that meet their needs and interests

(continued)

(continued)

LC–1 attend to form

Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y

Students will be able to:

a. use, in modelled situations,[2] the following grammatical elements: ....

LC–1.4 grammatical elements

Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
Pronouns • indefinite; e.g., *qualcuno, qualche* • relative; e.g., *a cui, del quale* • double object; e.g., *me la, te la, gliela, ce la, ve la,* (verb) *loro* *Verbs* • present subjunctive of common regular verbs-*are, -ere, -ire*; e.g., *che tu canti, che tu perda, che tu senta* *Conjunctions* • *requiring use of subjunctive; e.g., benchè, affinchè* *Sentence Structure* • mood and word order	*Verbs* • past absolute of verbs in *-are, -ere, -ire*; e.g., *studiai, credei, dormii* • past conditional of verbs in *-are, -ere, -ire*; e.g., *avrei, cantato, sarei andato/a* • past subjunctive of verbs (*passato*) *Sentence Structure* • present subjunctive with impersonal expressions	*Verbs* • past subjunctive of verbs of verbs in *-are, -ere, -ire*: – *imperfetto* – *trapassato* *Sentence Structure* • tense relationship in complex sentences

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2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

LC–1 attend to form

Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
Students will be able to:		

b. use, in structured situations,[3] the following grammatical elements: ....

Nouns • masculine (*ema/-amma*) and feminine (*-si*) endings; e.g., *il problema, i problem, il programma, i programme, la crisi, le crisi* ***Adjectives*** • *noun/adjective agreement* • irregular superlative; e.g., *ottimo, pessimo, maggiore, minore* ***Pronouns*** • indefinite: *ognuno, ognuna* ***Verbs*** • imperfect of verbs in *-are, -ere, -ire* • past progressive of verbs in *-are, -ere, -ire* • present conditional of verbs in *–are, -ere, -ire* ***Adverbs*** • absolute superlative; *e.g., benissimo, malissimo, moltissimo, pochissimo* ***Prepositions*** • compound; e.g., *per il, per la, con il, con la* ***Negative Expressions*** • *non* (verb) *più* • *non* (verb) *ancora* • *non* (verb) *mai* • *non* (verb) *niente* ***Sentence Structure*** • complex sentences (coordinating, subordinating)	***Nouns*** • abstract; e.g., *gioia* ***Adjectives*** • noun/adjective agreement ***Pronouns*** • indefinite • relative*: che, a cui*; e.g., *a cui, del quale* • double object; e.g., *me la, te la, gliela, ce la, ve la, la* (verb) *loro* ***Verbs*** • past conditional of verbs in *-are, -ere, -ire*; e.g., *avrei cantato, sarei andato/a* • present subjunctive of verbs in *-are, -ere, -ire*; e.g., *che tu canti, che tu perda, che tu senta* ***Conjunctions*** • requiring use of subjunctive; e.g., *benchè, affinchè* ***Sentence Structure*** • verbs + infinitive structure • word order with negation subjunctive to express doubt, emotion, opinion, uncertainty, wish/desire, or with impersonal expressions	***Verbs*** • past absolute of verbs in *-are, -ere, -ire;* e.g., *studiai, credei, dormii* ***Conjunctions*** • used with subjunctive; e.g., *benchè, affinchè* ***Sentence Structure*** • tense relationship in subordinate clauses • indicative/subjunctive moods in affirmative/negative sentences

LC–1.4 grammatical elements

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3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

(continued)

LC–1 attend to form

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y

Students will be able to:

c. use, independently and consistently,[4] the following grammatical elements: ....

LC-1.4 grammatical elements

Nouns
- derivatives/diminutives
- *compound; e.g., capolavoro*

Pronouns
- personal/reflexive/possessive
- indefinite: *ognuno, ognuna*

Adjectives
- possessive; e.g., *il mio, il tuo, il suo*
- demonstrative
- comparative and superlative

Articles
- definite/indefinite
- partitive: *del, dei, dello, degli, della, delle, dell'*

Verbs
- tense: present, future
- reflexive
- present perfect of modal verbs: e.g., *sono dovuto/a andare*

Adverbs
- adjectives plus *mente*
- adverbs of time; e.g., *adesso, ora, durante, mentre*

Prepositions
- simple: *di, a, da, in, con, su, per, tra, fra*

Nouns
- masculine (*ema/-amma*) and feminine (*-si*) endings
- collective; e.g., classe

Pronouns
- direct/ indirect object pronouns all persons

Adjectives
- superlative:
  - absolute superlative; e.g., *molto alto, altissimo*
  - irregular superlative; e.g., *ottimo, pessimo, maggiore, minore*
  - relative superlative: *il più* (adjective) *di, la più* (adjective) *di*

Verbs
- present perfect of the verb *piacere*; e.g., *mi è piaciuto*
- present perfect of verbs
- imperfect of verbs in *-are, -ere, -ire*
- present conditional of verbs in *-are, -ere, -ire*

Adverbs
- comparative: *meno, più, meglio, peggio*

Nouns
- abstract; e.g., *gioia*

Adjectives
- noun/adjective agreement

Pronouns
- double object; e.g., *me la, te la, gliela, ce la, ve la, la* (verb) *loro*
- indefinite; e.g., *qualcuno, qualche*
- relative; e.g., *a cui, del quale*

Verbs
- present tense of *sapere* and *conoscere*
- past conditional of verbs in *-are, -ere, -ire*; e.g., *avrei cantato, sarei andato/a*
- present subjunctive of common verbs

Adverbs
- absolute superlative; e.g., *benissimo, malissimo, moltissimo, pochissimo*

(continued)

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4. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC–1 attend to form

LC–1.4 grammatical elements

Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
Conjunctions • *dopo, allora, prima* • *e, o, ma, poi* *Expressions* • negative expressions; e.g., *non studio, non leggo, non dormo* *Sentence Structure* • declarative/interrogative affirmative and negative (simple, compound)	*Prepositions* • simple (*di, a, da, in, con, su, per, tra, fra*) • compound; e.g., *del, dello, dell', della, dei, degli, delle, per il, per la, con il, con la* *Conjunctions* • *però* *Sentence Structure* • imperative mood (all forms) • negation with *'non'* expressions; e.g., *non* (verb) *più, non* (verb) *ancora, non* (verb) *mai, non* (verb) *niente*	*Sentence Structure* • comparative and superlative structures • expressing negation • sentence with impersonal verbs e.g., *piacere* • complex sentences in past, present, future

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

LC–2 interpret and produce oral texts

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	Students will be able to:		
LC–2.1 aural interpretation	a. understand the main point and some supporting details of lengthy oral texts on a variety of familiar topics in guided situations	a. understand a variety of lengthy oral texts on familiar topics in guided situations	a. understand a variety of lengthy oral texts on familiar topics in guided and unguided situations
LC–2.2 oral production	a. produce lengthy oral texts on familiar topics, providing some details to support the main point in guided situations	a. produce lengthy oral texts on a variety of familiar topics, providing some details to support the main point in guided situations	a. produce a variety of lengthy oral texts on familiar topics in guided and unguided situations
LC–2.3 interactive fluency	a. sustain lengthy interactions comprehensibly, with pauses for planning and repair	a. spontaneously converse on familiar topics, and take part in routine formal discussion	a. converse with ease in familiar routine and nonroutine situations

LC–3 interpret and produce written texts

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	Students will be able to:		
LC-3.1 written interpretation	a. understand the main point and some supporting details of lengthy written texts on a variety of familiar topics in guided situations	a. understand a variety of lengthy written texts on familiar topics in guided situations	a. understand a variety of lengthy written texts on familiar topics in guided and unguided situations
LC-3.2 written production	a. produce lengthy written texts on familiar topics, providing some details to support the main point in guided situations	a. produce lengthy written texts on a variety of familiar topics, providing some details to support the main point in guided situations	a. produce a variety of lengthy written texts on familiar topics in guided and unguided situations
LC-3.3 visual interpretation	a. identify the purposes, intended audiences, messages and points of view in a variety of visual media in guided situations	a. identify some of the techniques and conventions used in a variety of visual media in guided and unguided situations	a. examine and interpret a variety of visual media in guided and unguided situations
LC-3.4 representation	a. communicate thoughts, ideas and feelings for specific purposes and audiences through a variety of visual media in guided situations	a. communicate thoughts, ideas and feelings for specific purposes and audiences through a variety of visual media in guided and unguided situations	a. explore a variety of techniques and conventions used to express meaning in visual media in guided and unguided situations

General Outcome for Language Competence
Students will use Italian **effectively** and **competently**.

## LC–4 apply knowledge of the sociocultural context

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	Students will be able to:		
LC–4.1 register	a. identify differences in register between spoken and written texts	a. adjust language to suit audience and purpose	a. use the appropriate level of formality with a variety of people in a variety of contexts
LC–4.2 idiomatic expressions	a. identify and interpret unfamiliar idiomatic expressions in a variety of contexts	a. explore and interpret idiomatic expressions in popular, contemporary culture	a. use learned idiomatic expressions appropriately in a variety of situations
LC–4.3 variations in language	a. identify some common regional variations in language	a. explore and experiment with some variations in language	a. experiment with and use some variations in language
LC–4.4 social conventions	a. use politeness conventions in a variety of contexts; e.g., use suitable language to engage listeners' attention when beginning to speak	a. use politeness conventions in a variety of contexts; e.g., interrupt politely in a conversation	a. interpret and use a variety of social conventions in a variety of situations; e.g., at the bank, speaking with the doctor, at home
LC–4.5 nonverbal communication	a. use polite nonverbal communication techniques in a variety of contexts	a. use appropriate nonverbal communication techniques in a variety of contexts	a. interpret and use a variety of nonverbal communication techniques in a variety of contexts

LC–5 apply knowledge of how the Italian language is organized, structured and sequenced

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	Students will be able to:		
LC–5.1 cohesion/coherence	a. use a variety of references within texts; e.g., relative pronouns, space and time references	a. use appropriate words and phrases to show a variety of relationships within texts; e.g., *in ogni modo, in ogni caso, ma purtroppo*	a. write paragraphs reflecting distinct ideas and link them into a coherent text
LC–5.2 text forms	a. analyze a variety of extended text forms in a variety of media; e.g., short stories, films, plays, magazine articles	a. analyze how different media and their intended purposes lead to differences in the way texts are organized and presented	a. use their knowledge of text forms to aid interpretation and enhance production of texts
LC–5.3 patterns of social interaction	a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., accept/decline a suggestion, persuade/negotiate	a. use a wide range of simple social interaction patterns flexibly to deal with transactions and interactions	a. use a wide range of social interaction patterns to deal with routine and non-routine transactions and interactions

Global Citizenship
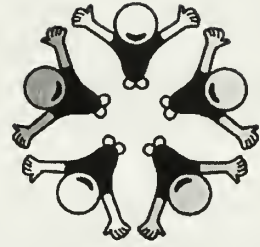
historical and contemporary elements
of Italian-speaking cultures

appreciating diversity

**Students will acquire the
knowledge, skills and attitudes
to be effective global citizens.**

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of Italian-speaking cultures," there are strands for accessing/analyzing cultural knowledge, applying cultural knowledge, diversity within Italian-speaking cultures and valuing Italian-speaking cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about the Italian-speaking cultures, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the Italian-speaking cultures they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "affirming and valuing diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

GC–1 historical and contemporary elements of Italian-speaking cultures

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. analyze information about elements of Italian culture	a. evaluate sources of information on Italian culture; e.g., media	a. organize, analyze and evaluate information about Italian culture from a variety of sources; e.g., personal experiences
	b. explore and identify elements of Italian culture; e.g., emblems and markers of national identity and their influence on contemporary ways of life and cultural values	b. identify and analyze some elements of Italian culture; e.g., social and political institutions and their influence on contemporary ways of life and cultural values	b. identify and analyze the role of contemporary Italian culture in global society
GC–1.2 applying cultural knowledge	a. apply knowledge of Italian culture to enhance interpersonal relations in familiar contexts and to interpret texts	a. apply knowledge of elements of Italian culture to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., the meaning of culturally significant terms in authentic texts	a. apply knowledge of the role of the contemporary Italian culture in global society to enhance interpersonal relations in a variety of contexts and to interpret texts
GC–1.3 diversity within Italian-speaking cultures	a. apply knowledge of diverse elements of Italian culture to enhance interpersonal relations in familiar contexts and to interpret texts; e.g., different social classes	a. apply knowledge of diverse elements of Italian culture to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., the role of cultural minorities	a. apply knowledge of the role of diverse elements of Italian contemporary culture in global society to enhance interpersonal relations in a variety of contexts and to interpret texts
GC–1.4 valuing Italian-speaking cultures	a. seek out and use opportunities to enter into contact with individuals from a range of social groups within Italian culture	a. analyze and identify the value of Italian culture and language for themselves	a. analyze and identify the value of Italian culture and language for the global society

GC–2 appreciating diversity

		Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
		Students will be able to:		
GC–2.1 awareness of own language(s)		a. analyze ways in which their first language and Italian are similar and different; e.g., text forms	a. analyze ways in which their first language and Italian are similar and different; e.g., grammar structures	a. summarize ways in which their first language and Italian are similar and different; e.g., aspects of language development, key linguistic features
GC–2.2 general language knowledge		a. describe factors that influence the status of languages	a. make generalizations about the systematic nature of language	a. identify elements of linguistic diversity; e.g., regional variations, commonalities within families of languages, and their implications for language learning
GC–2.3 awareness of own culture		a. analyze ways in which their own culture and other cultures are similar and different; e.g., influence of history on contemporary life	a. analyze ways in which their own culture and other cultures are similar and different; e.g., social and political institutions	a. identify ethnocentric perspectives in their own culture and other cultures; e.g., Italian culture
GC–2.4 general cultural knowledge		a. identify some of the ways that cultures evolve over time	a. identify some of the ways that individuals acquire a national identity and are introduced to the dominant culture in their society	a. identify factors involved in intercultural competence and their implications for language learning
GC–2.5 valuing diversity		a. recognize contributions to human understanding and well-being made by people from a variety of cultures	a. recognize the intrinsic value of cultural and linguistic diversity for themselves and for the global society	a. express empathy for fictional or real-life people whose behaviour reflects a different cultural background
GC–2.6 intercultural skills		a. view a situation from more than one perspective	a. identify and use a variety of strategies for enhancing contact with people from a different culture	a. manage intercultural communication b. help members of different cultural and linguistic groups overcome conflicting perspectives

GC–3 personal and career opportunities

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	Students will be able to:		
GC–3.1 Italian culture and language	a. explore careers in which knowledge of Italian can be applied	a. explore applications of Italian language and culture in the global workplace	a. explore applications of Italian in the global community
GC–3.2 cultural and linguistic diversity	a. explore careers in which knowledge of an additional language and intercultural skills can be applied	a. explore applications of language and culture learning in the global workplace	a. explore applications of language and culture learning in the global community

Strategies

language learning

language use

Students will know and use various strategies
to maximize the effectiveness
of learning and communication.

general learning

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. In the early stages of language learning, when proficiency is low, learning outcomes deal with compensation and repair strategies. The learning outcomes that follow deal with language learning, language use and general learning strategies for young adult learners in later stages of language learning. Although people may use strategies unconsciously, the learning outcomes deal with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there is a single strand followed by three sets of examples that allow students to develop, choose and apply strategies from course to course. Each strand deals with three general categories of strategies. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are categorized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular course. Consequently, the specific outcomes describe the students' knowledge of, and ability to use, general types of strategies.

Specific strategies for each general category or type are included as examples. The examples provided **are not prescriptive, nor are they exhaustive,** but they are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Strategies for senior high school students are focused, encouraging student participation and active learning. They are personal, meaningful and relevant for students. Students will:

- learn a new strategy
- practise it
- identify those strategies they consider most useful
- become independent users of strategies that prove successful.

The teacher's role is to model, advocate, guide, support and celebrate success. Teachers need to know and be able to demonstrate a broad range of strategies from which students are able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

Because senior high school students in the Italian Language and Culture Twelve-year Program will have had experience with various strategies in previous years (Kindergarten to Grade 9), teachers will assist students in selecting strategies that are appropriate for their learning styles, skill levels and age.

By Grade 12, students will be able to use their preferred strategies appropriately and effectively to enhance their language learning, language use and general learning.

S–1   language learning

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	Students will be able to:		
S–1.1 cognitive, metacognitive, social/affective	a. identify and use cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations	a. use cognitive, metacognitive and social/affective strategies appropriately and effectively to enhance language learning

Examples of cognitive language learning strategies:

- listen attentively
- incorporate new vocabulary or sentence patterns
- commit to memory new words by repeating them silently or aloud
- repeat words or phrases in the course of performing a language task
- seek the precise term to express meaning
- place new words or expressions in a context to make them easier to remember
- associate new words or expressions with familiar ones
- maintain a private language learning journal
- perceive and note in a personal journal or dictionary any unknown words and expressions, noting also their context and function
- use mental images to remember new information
- look for patterns and relationships; e.g., structures, meaning
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- group together sets of things—vocabulary, structures—that have similar characteristics
- experiment with various elements of the language
- identify similarities and differences between aspects of Italian and your own language(s)
- use previously acquired knowledge to facilitate a learning task
- find information by using reference materials such as dictionaries, textbooks, grammars and online resources or by seeking out Italian speakers (family members, friends, community members)
- use available technological and multimedia aids that support language learning; e.g., digital, audio and video players, computers
- use induction to generate rules governing language use

Examples of metacognitive language learning strategies:

- decide in advance to attend to the learning task
- make a plan in advance about how to approach a language learning task
- set realistic, achievable and appropriate goals
- listen or read for key words
- decide in advance to attend to specific aspects of input
- know how strategies may enable comprehension of texts containing unknown elements
- rehearse or role-play language
- recognize the potential of learning through direct exposure to the language
- seek opportunities inside and outside of class to practise and observe
- check copied writing for accuracy
- monitor speech and writing to check for/correct persistent errors
- reflect on learning tasks with the guidance of the teacher
- reflect on the listening, speaking, reading and writing process
- evaluate your performance or comprehension at the end of a task
- accept suggestions for improvement
- reflect on the task at hand, identify potential problems that may hinder successful completion of the task, and brainstorm/create a list of possible solutions to use before working on the task and at various stages during the task
- experience various forms of language acquisition, and identify one or more you consider to be particularly useful personally
- make choices about how you learn best
- understand that language learning is a lifelong process

Examples of social/affective language learning strategies:

- understand that making mistakes is a natural part of language learning
- be willing to take risks and to try unfamiliar tasks and approaches
- continue to explore ways to reduce anxiety and increase your level of comfort and self-confidence in using the language in a variety of situations
- initiate or maintain interaction with others; e.g.,
  - observe and imitate Italian speakers
  - participate in shared reading experiences
  - invite native speakers from the community to be guests in the class
  - seek opportunities outside of class to interact with community members
  - work cooperatively with peers in small groups
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- work with others to solve problems, and provide and receive feedback on tasks
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reread familiar self-chosen texts to enhance understanding and enjoyment
- provide personal motivation by arranging your own rewards when successful
- learn from/with peers

S–2   language use

Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y

Students will be able to:

S–2.1 interactive, interpretive, productive	a. identify and use interactive, interpretive and productive strategies to enhance language use in a variety of situations	a. select and use appropriate interactive, interpretive and productive strategies to enhance language use in a variety of situations	a. use interactive, interpretive and productive strategies appropriately and effectively in a variety of situations to enhance language use

Examples of interactive language use strategies:

- interpret and use a variety of nonverbal cues to communicate; e.g., mime, gestures
- ask for clarification or repetition when you do not understand; e.g., *scusi, mi dispiace, non ho capito, Che cosa vuoi dire?, Può ripetere, per favore?*
- ask follow-up questions to check for understanding; e.g., *Mi spiego?*
- indicate lack of understanding of Italian text/expressions through questions posed in Italian
- use a simple word similar to the concept to convey, and invite correction; e.g., *pesce* for *trota*
- ask for confirmation that a form used is correct; e.g., *Si può dire così?*
- use circumlocution to compensate for lack of vocabulary; e.g., *quello per appendere i panni* for *attaccapanni*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *ma, veramente, dov'ero*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Allora, quello che tu vuoi dire è ...*
- use other speakers' words in subsequent interactions
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- self-correct if errors lead to misunderstandings; e.g., *Quello che cerco di dire è ...*
- invite others into the discussion
- summarize the point reached in a discussion to help focus the talk
- use suitable phrases to intervene in a discussion; e.g., *parlando di ...*
- start again, using a different tactic, when communication breaks down; e.g., *Quello che cerco di dire è ...*

(continued)

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Examples of interpretive language use strategies:

- note gestures, intonation and visual supports that aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations and prediction strategies to aid reading comprehension
- determine the purpose of listening, viewing or reading
- listen or look for key words
- listen selectively or read selectively based on purpose
- use knowledge of the sound–symbol system to aid reading comprehension
- use key content words or discourse markers to follow an extended text
- infer probable meanings of unknown words or expressions from contextual clues
- reread several times to understand complex ideas
- use skimming and scanning to locate key information in texts
- summarize information gathered
- assess your information needs before listening, viewing or reading
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- prepare questions or a guide to note information found in a text

Examples of productive language use strategies:

- use nonverbal means to communicate
- use songs, rhyming schemes, word games, tongue twisters, acronyms and poetry in fun ways
- use familiar repetitive patterns from stories, songs or media
- incorporate newly modelled words/expressions
- use learned lexical items (words and expressions) and structures (grammatical elements and syntax) to create and give effective presentations
- use knowledge of sentence patterns to form new sentences
- use illustrations to provide detail when producing your own texts
- take notes in Italian when reading or listening to assist in producing your own text
- paraphrase and summarize texts
- use a variety of resources to correct texts
- use resources such as an English–Italian dictionary or an Italian dictionary to increase vocabulary
- edit and proofread the final version of a text
- use various techniques to explore ideas at the planning stage, such as brainstorming, word webs, flowcharts, or keeping a notebook or log of ideas
- use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)

S–3   general learning

	Italian Language and Culture 10-12Y	Italian Language and Culture 20-12Y	Italian Language and Culture 30-12Y
	Students will be able to:		
S–3.1 cognitive, metacognitive, social/affective	a. identify and use cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. use cognitive, metacognitive and social/affective strategies appropriately and effectively in a variety of situations to enhance general learning

Examples of cognitive general learning strategies:

- classify objects and ideas according to their attributes; e.g., sports played/watched, indoor/outdoor activities, types of summer jobs
- connect what you already know to what is being learned, using techniques such as mnemonics, chunking, associations
- write down key words and concepts in abbreviated form
- use previously acquired knowledge or skills to assist with a new learning task
- identify patterns, e.g., grammar, sentence patterns, to create your own text (oral, written)
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- use mental images to remember new information
- experiment with, and concentrate on, one thing at a time
- formulate key questions to guide research
- distinguish between fact and opinion when using a variety of sources of information
- make inferences, and identify and justify the evidence on which these inferences are based
- seek information through a network of sources, including libraries, online resources, individuals and agencies

Examples of metacognitive general learning strategies:

- identify your needs and interests
- take responsibility for planning, monitoring and evaluating your learning experiences
- make a plan in advance about how to approach a task
- divide an overall learning task into a number of subtasks
- work with others to monitor your learning
- develop criteria for evaluating your work
- choose from among learning options
- discover how your efforts can affect learning
- reflect on learning tasks
- reflect upon your thinking processes and how you learn
- reflect on time management for effective learning
- manage your physical working environment

Examples of social/affective general learning strategies:

- follow your natural curiosity and intrinsic motivation to learn
- choose learning activities that enhance understanding and enjoyment
- be willing to take risks and to try unfamiliar tasks and approaches
- be encouraged to try, even though you might make mistakes
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., positive self-talk, or seeking advice/encouragement
- use positive thinking and/or self-talk as a way to persevere on a difficult task
- participate in cooperative group learning tasks
- use social interaction skills to enhance group learning activities
- seek help from others
- take part in group decision-making processes
- participate in and/or initiate group problem-solving processes
- observe and imitate the successful learning strategies of others
- use support strategies to help peers persevere at learning tasks